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ABSTRACT

A set of six teacher-prepared Learning Activity Packages for individualized instruction on United States history at the eleventh grade level includes the following units: Colonial Growth; The American Revolution; A New Nation and The Constitution; The Civil War; Exploration, Inventions, and Transportation; and World War I, World War II and the Korean Conflict. The materials, written on an elementary reading level, are particularly suited for students who need extra special assistance, who have experienced learning difficulties in the past, and who definitely plan to enroll in a high school vocational course. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for further study. (Author/KSM)

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LEARNING ACTIVITY PACKAGE

SP 007 616

COLONIAL GROWTH

Ninety Six High School
Ninety Six, S.C.

U. S. HISTORY III

REVIEWED BY _____

LAP NUMBER 7

WRITTEN BY Mr. Heldreth

RATIONALE

The intent of this LAP 7 is to acquaint the student with Colonial Life and the reasons for these Colonies coming to be.

Section I - Reasons People Left England and Came to the New World

BEHAVIORAL OBJECTIVE I:

After you have finished your work, you will be able orally or on a written test to tell the English peoples' reasons for coming to America.

RESOURCES FOR BEHAVIORAL OBJECTIVE I:

1. A Nation Conceived and Dedicated - Vol. I Scholastic Book Services Inc. (your book)
2. The Book of Knowledge - Grolier(Library)
3. The World Book Encyclopedia - Fields Enterprises (Library)
4. The Story of the Mayflower Compact - Richards (Library)
5. Background to Colonization - Filmstrip (Library)
6. Rise of the American Nation - Todd, Curti (Classroom) pp. 26-28

ACTIVITIES FOR BEHAVIORAL OBJECTIVE I:

1. Study pp. 7 and 8 in your book (ANCD) and you will learn some of the reasons why people came to America.
2. Study pp. 18 through 21 in your book (ANCD) and you will learn some of the reasons for certain groups of people having reasons for coming to the New World.
3. Study the filmstrip, "Background to Colonization" and you will learn reasons for people leaving England to come to America.
4. Study pp. 631 and 632 in the 1973 World Book Encyclopedia and you will learn reasons for people coming to America.
5. Study pp. 20-26 in Rise of the American Nation.
6. Extra Credit - You may want to read parts of the book, The Story of the Mayflower Compact. This will help you to learn religious reasons for people coming to America.
7. Extra Credit - You may want to write a paragraph or two telling about some of the reasons for people coming to America.

Section II Why America?

BEHAVIORAL OBJECTIVE I:

After you have finished your work, you will be able orally or on a written test, to tell why people chose America.

RESOURCES FOR BEHAVIORAL OBJECTIVE I:

Books, Filmstrips to be used:

1. Background to Colonization - Filmstrip (Library)
2. A Nation Conceived and Dedicated - Vol. I
   Scholastic Book Services Inc. (your book)
3. Rise of the American Nation - Todd, Curti (classroom)

ACTIVITIES FOR BEHAVIORAL OBJECTIVE I:

1. Go outside and look around you - think to yourself, would I like this place if I had not been here?
2. Write a list of things that you think would make people want to come to America.
3. Draw as many things as you can that you have seen or thought about that would make people come to America.
4. Talk with your classmates and see if you can get a picture of what America was like then (1500's and 1600's)
5. Study the filmstrip, "Background to Colonization."

Section III The Beaches (Toe Holds) (First Colonies)

BEHAVIORAL OBJECTIVE I:

After you have finished your work, you will be able to fill in the map given you with the names of the beaches.

RESOURCES FOR BEHAVIORAL OBJECTIVE I:

1. Colonial Living - Tunis (Library) pp. 19-26

ACTIVITIES FOR BEHAVIORAL OBJECTIVE 1:

1. Study pp. 19-26 in Colonial Living (Library) and find the names of the 8 beacheads that were discovered in America.

2. Place the names of the 8 beacheads on the map given you in your package on page 4. You may use Colonial Living if you wish to learn where the names should go. Look in the inside of the front cover.

3. Color the land area of the map green and the water area blue.

BEHAVIORAL OBJECTIVE II:

After you have finished your work, you will be able orally or on a written test, to tell some things about the first colonies on beacheads that were in America and the people that were there.

RESOURCES FOR BEHAVIORAL OBJECTIVE II:

1. Colonial Living - Tunis (LIB) pp. 19-26
2. Gateway to America - Gregor (LIB) pp. 18-26
3. Rise of the American Nation - Todd, Curti (CR) pp. 19, 29-30
4. Squanto, Indian Adventurer - Stewart and Polly Groff (LIB)
5. The Landing of the Pilgrim - Daughtery (LIB)
6. Lost Colony - The Mystery of Roanoke Island - Bothwell (LIB)
7. The Lost Colony - Lacy (LIB)
8. Gateway to American History - Adams (LIB) pp. 102-174
9. A Nation Conceived and Dedicated - (CR) pp. 7 and 18-21
10. Thanksgiving - Wyndham (LIB)

ACTIVITIES FOR BEHAVIORAL OBJECTIVE II:

1. Make a list of the 6 colonies on beacheads that you placed on the map. Find the name of each one as it is called today.
2. Find pictures of settlers, ships, villages and clothes that were in America at that time.
3. Draw a village to show how some of the early settlers built their villages. (People on ships may be drawn)
4. Build a village, make some clothes, or build a ship to show something about these places. (This will be done on a small scale.)

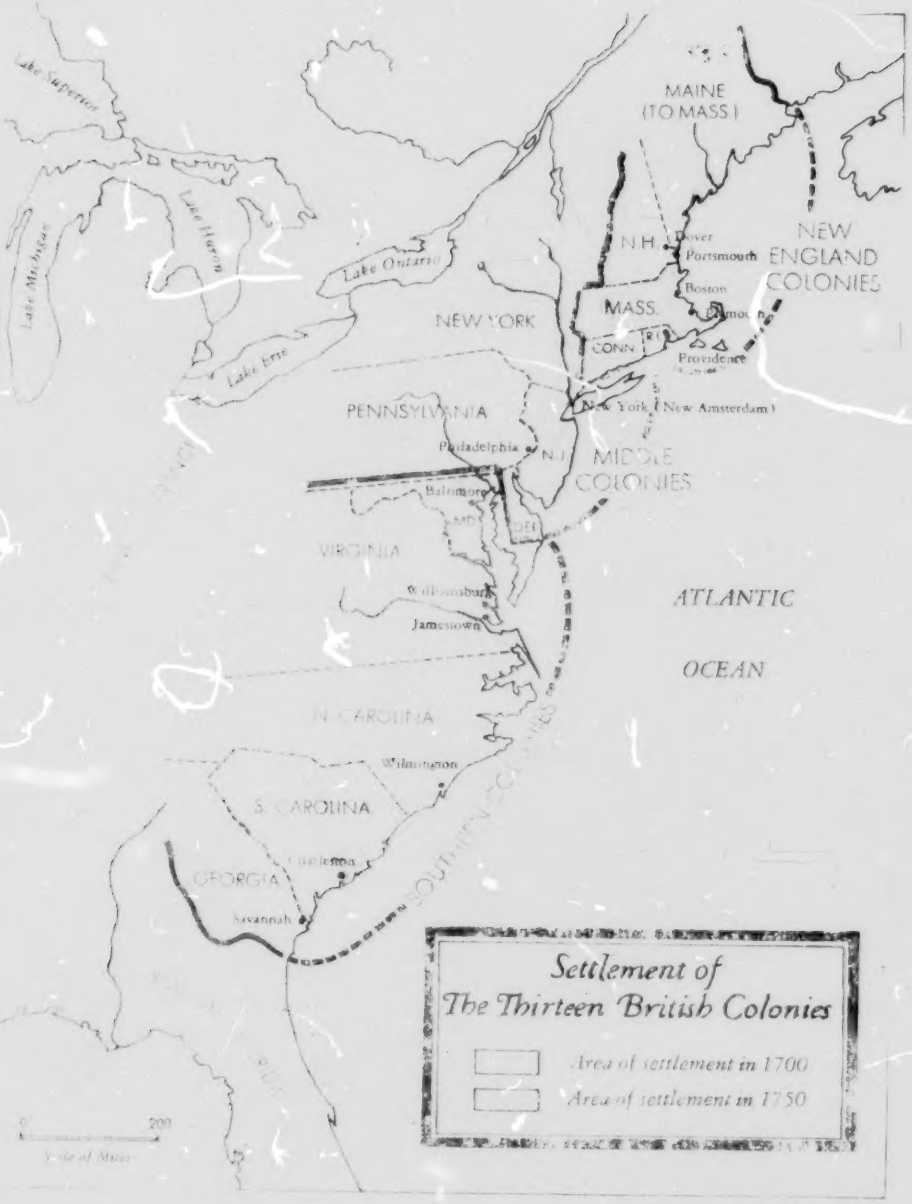
Section IV The 13 Original Colonies

BEHAVIORAL OBJECTIVE 1:

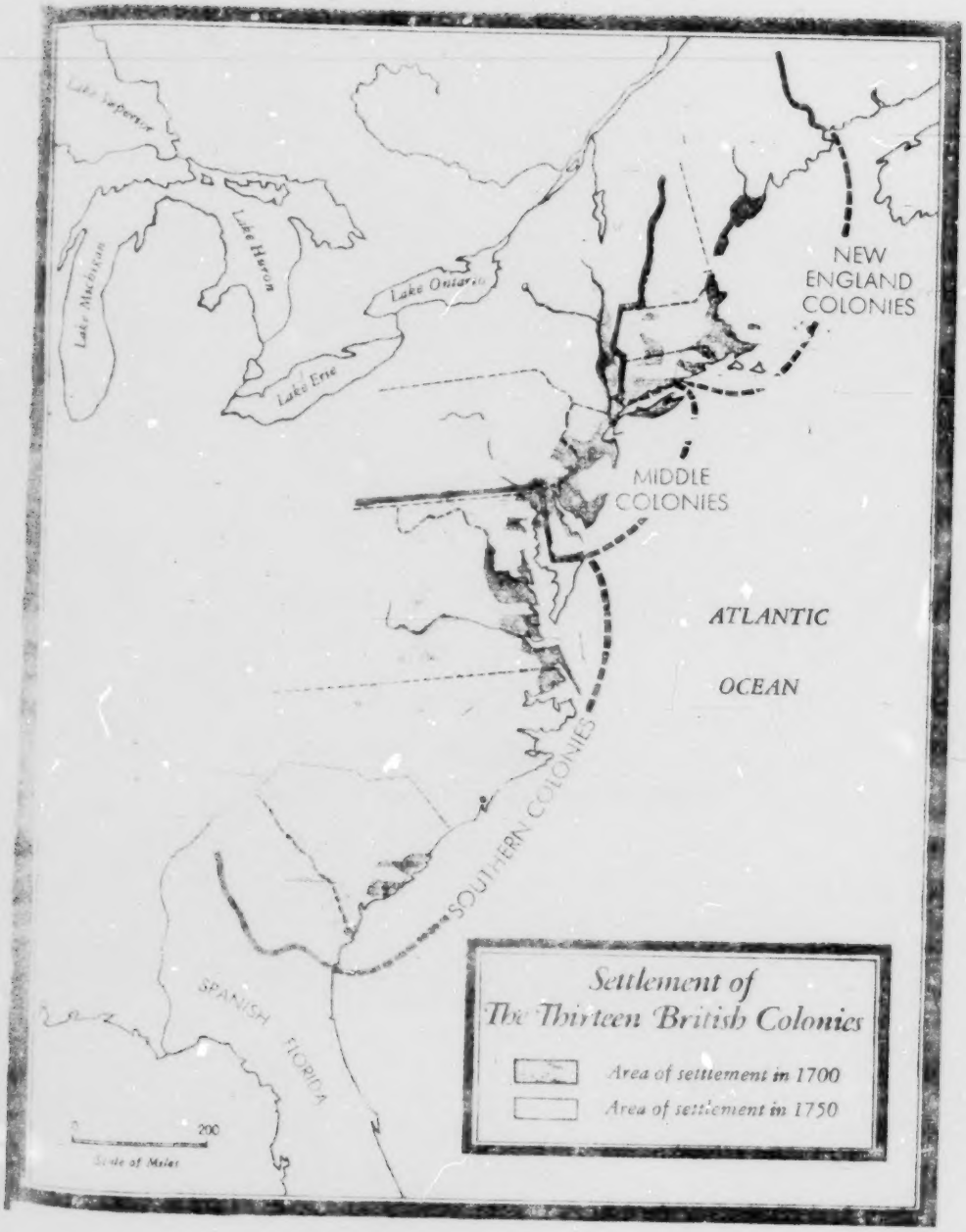
After you have finished your work, you will be able orally or on a written test to name the 13 original colonies and place them on a map.

ACTIVITIES FOR BEHAVIORAL OBJECTIVE 1:

1. Study the map below:
   A. Learn the name of each colony
   B. Learn the place of each colony
2. Color each colony a different color.



WORK [illegible] FOR STUDENT



BEHAVIORAL OBJECTIVE II:

After you have finished working, you will be able orally or on a written test to tell about the New England Colonies, their people, religion, trades, crafts, agriculture and commerce.

RESOURCES FOR BEHAVIORAL OBJECTIVE II:

1. The Establishment of the New England Colonies - Filmstrip (LIB)
2. Colonial Living - Tunis (LIB) pp. 29-75
3. Life in Colonial America - Speare (LIB) pp. 24-51
4. Gateways to America - Gregon (LIB) pp. 54-65
5. First Americans - Wertenbaker (LIB) pp. 49-86
6. Child Life in Colonial Days - Earle (LIB)
7. Home Life in Colonial Days - Earle (LIB)
8. Children of the Colonies - Comfort (LIB)
9. Rise of the American Nation - Todd, Curti (LIB) pp. 29-34
10. The Schoolmasters - Fisher (LIB)

ACTIVITIES FOR BEHAVIORAL OBJECTIVE II:

1. Study the filmstrip and you will be able to make a list of what the people in New England did for a living.
2. Study the filmstrip and you will learn about their religion and the part it played in their life.
3. Study pp. 29-75 in Colonial Living and you will learn about their homes, people, cooking and clothes. There are many good pictures in the back about all these things.
4. Make some drawings of New England life from the books listed above. You may draw anything you wish. Do as many as you like.
5. Look at as many of the books listed to get ideas about New England Colonial life. Make a list of the different things that you find.
6. Extra Credit - You may read parts of books listed above if you wish.

Discipline was difficult in the schools.

NEW ENGLAND COLONIAL SCHOOLS

TAKEN FROM THE SCHOOLMASTERS BY L. FISHER

BEHAVIORAL OBJECTIVE III:

After you have finished your work, you will be able orally or on a written test to tell about the Middle Colonies, their people, religion, trades, crafts, agriculture, and commerce.

RESOURCES FOR BEHAVIORAL OBJECTIVE III:

1. The Establishment of the Middle Colonies - Filmstrip (LIB)
2. Colonial Living - Tunis (LIB) pp. 64-76 pp.,99-104
3. Life in Colonial America - Speare (LIB) pp. 52-67
4. Child Life in Colonial Days - Earle (LIB)
5. Home Life in Colonial Days - Earle (LIB)
6. Children of the Colonies - Comfort (LIB)
7. First Americans - Wertenbaker (LIB)
8. A Nation Conceived and Dedicated - pp. 22-24 (your book)
9. Rise of the American Nation - Todd, Curti pp. 35-39

ACTIVITIES FOR BEHAVIORAL OBJECTIVE III:

1. Study the filmstrip and you will be able to make a list of what people in the Middle Colonies did for a living.
2. Study the filmstrip and you will learn something about the religion of these people.
3. Study Colonial Living to learn about their homes, cooking, people and clothes.
4. Draw some things that you find from the Middle Colonies. You may draw as many as you like.
5. Look at the books listed above and any other books you may find to get ideas about the Middle Colonies.

BEHAVIORAL OBJECTIVE IV:

After you have finished [illegible] work, you will be able orally or on a written test to tell about the Southern Colonies, their people, religion, trades, crafts, agriculture and commerce.

RESOURCES FOR BEHAVIORAL OBJECTIVE IV:

1. ~~The Establishment of the Southern Colonies - Filmstrip (LIB)~~
2. Colonial Living - Tunis (LIB) pp. 104-176
3. Life in Colonial America - Speare (LIB) pp. 6-23
4. Rise of the American Nation - Todd, Curti pp. 40-42
5. First Americans - Wertenbaker (LIB)

ACTIVITIES FOR BEHAVIORAL OBJECTIVE IV:

1. Study the filmstrip and you will be able to make a list of what people in the Southern Colonies did for a living.
2. Study the filmstrip and Colonial Living to learn about the people, religion, homes, cooking and clothes.
3. Draw as many things as you can find about the Southern Colonies.
4. Look at the books listed above to get ideas about the Southern Colonies.

LEARNING ACTIVITY PACKAGE

THE AMERICAN REVOLUTION

AND A NEW NATION

SS 007616

Ninety Six High School
Ninety Six, S.C.

U. S. HISTORY III

REVIEWED BY Tommy Campbell

LAP NUMBER 8

WRITTEN BY Todd Heldreth

92673

RATIONALE

Lap #8 is written for the student to learn the people, places and events before and during the Revolutionary War.

SECTION I - FEELINGS BETWEEN ENGLAND AND THE COLONIES

Behavioral Objective I:

After you have finished your work, you will be able either orally or on a written test to tell how the British changed feelings toward the Colonies and the Colonies changed feelings toward the British.

Resources:

Books

A High School History of Modern America - Your Book (pages 62-67)

Colliers Encyclopedia - America to Artillery - Library (start page 78)

World Book Encyclopedia (Vol. R, 1973 Ed.) - Library (start page 252)

Book of Knowledge (Vol. R) - Library (start page 194)

The Golden Book of the American Revolution - Library 973.3 (pages 11-15)

Filmstrips

The American Revolution - Causes of Revolution (8851)

Activities:

1. Read and study page 62 in your book and write three reasons in your notebook telling why the British changed feelings toward the Colonists.

2. Study page 62 in your book and write some reasons why the Colonists changed.

3. Read and study any of the three listed encyclopedias and find reasons for the change in the feelings of the British or the Colonists.

4. Read and study pages 11-15 in the Golden Book of the American Revolution.

5. Study the filmstrips "Causes of Revolution"(8851 C-S) and "The American Colonies on the Eve of Revolution" (56-E Eyegate) in the Library and list causes for the Revolution.

6. EXTRA CREDIT - Write a paragraph to tell what you think about the Revolution and the causes.

SECTION II - THE CAUSES OF THE AMERICAN REVOLUTION

Behavioral Objective I

After you have finished your work, you will be able either orally or on a written test to tell the reasons for the American Revolution happening.

Resources:

Books

Colliers Encyclopedia - America to Artillery - Library (pages 78-94)

World Book Encyclopedia (Vol. R. 1973 Ed.) - Library (pages 252-269)

Book of Knowledge (Vol. R) - Library (pages 194-210)

The Golden Book of the American Revolution (973.3) - Library

Chronicles of the American Revolution by Alden T. Vaughn (973.3) - Library

A High School History of Modern America - Your Book (pages 62-67)

Filmstrips

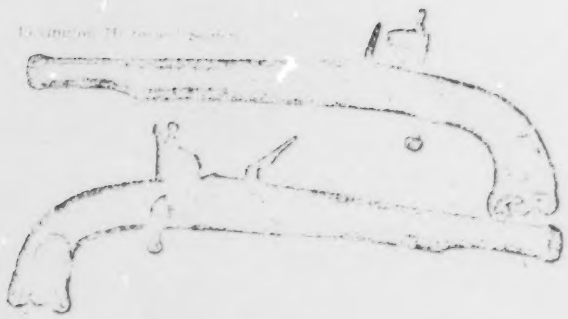
The American Revolution - Causes of Revolution (8851 C-Si)

The American Colonies on the Eve of Revolution (56-F Eyegate) - Library

Activities:

1. Read and study pages 62-67 in your book. Write any reasons you find that may have caused the Revolution.
2. Study pages 78-94 in Colliers Encyclopedia in the Library. List any reasons for the cause of the Revolution (America to Artillery).
3. Study pages 252-269 in the World Book Encyclopedia (Vol. R) in the Library and list any causes of the Revolution.
4. Study the Book of Knowledge (Vol R - pages 194-210) in the Library and list causes of the Revolution.
5. Study the Golden Book of the American Revolution in the Library and list reasons for the Revolution.

Map showing route of Paul Revere's famous midnight ride



Behavioral Objective 11:

After you have finished your work, you will be able to either orally or on a written test tell some things that kept the fires of revolution burning.

Resources:

Books

1. A High School History of Modern America - Your Book (pages 67-85)
2. Colliers Encyclopedia - America to Artillery - Library (pages 78-94)
3. World Book Encyclopedia (Vol. R) - Library (pages 252-269)
4. Book of Knowledge - Revolutionary War - Library (pages 194-210)
5. The Golden Book of the American Revolution - Library (pages 6-29)
6. Ethan Allen and the Green Mountain Boys (Brown 92-A) - Library
7. America's Ethan Allen (Holbrook (92-A) - Library
8. Gateway to America (Gregon) - pages 92-114
9. Chronicles of the American Revolution (Alden T. Vaughn)
10. We Were There at the Boston Tea Party (Webb 973.3) - Library

Filmstrips

1. The American Revolution - Causes of Revolution (885.1 C-Si) - Library
2. The American Colonies on the Eve of Revolution (56.5 Eyegate) - Library
3. The Historic Background (52-A Eyegate) - Library
4. The War From Lexington to Princeton (8852 C-Si) - Library

Activities:

1. Read and study pages 62-27 in your book and write a sentence or two about each of the following:

   A. writs of assistance
   B. the Parson's Cause
   C. the Proclamation of 1763
   D. the Colonial Currency Act of 1764
   E. the Sugar Act of 1764
   F. the Stamp Act of 1765
   G. the Quartering Act of 1765

2. Study the pages listed for Encyclopedias and The Golden Book of the American Revolution and see if you can find more information about the things listed in activity #1.

3. Read and study pages 67-81 in your book and write something about each of the following:

   A. the Virginia Resolutions - 1765
   B. the Stamp Act Congress - 1765
   C. Sons of Liberty
   D. Boycott
   E. Declatory Act
   F. the Townshend Act of 1764
   G. the Second Boycott
   H. the Boston Massacre - 1770
   I. the Gaspee Incident - 1772
   J. Committee of Correspondence
   K. Radical
   L. the Tea Act - 1773
   M. the Boston Tea Party - 1773 (Webb 973.3 resource)
   N. the Coercive Acts - 1774

4. You can study the encyclopedias on pages listed and the Golden Book of the American Revolution to find additional information on the things listed above.

5. Study the filmstrips listed as resources. You will find additional information about things that happened before and led to the American Revolution.

6. Read and study pages 81-83 in your book and write down facts concerning the First Continental Congress 1774. Why did they meet? You may want to use the encyclopedias listed as well as the Golden Book of the American Revolution. Study filmstrip 52-A - The Historic Background in the Library.

7. Read and study pages 82-83 in your book to find out what happened at Lexington and Concord. Look at the filmstrip Lexington and Concord from the American Revolution in the Library.

8. Read and study pages 83-85 and write down reasons for the Second Continental Congress meeting. Look at the filmstrip The Historic Background (52-A Eyegate) in the Library.

9. Read and study pages 83-84 in your book and write a few sentences about the Battle of Bunker Hill.

Extra Credit

1. Draw and label the map on page 83. Color the water blue and the land green.

2. Read either of the two books listed about Ethan Allen and write a short report on one of them. (You do not have to read the whole book

CAMPAIGNS OF THE REVOLUTIONARY WAR
ME
VT
N.H
N.Y.
MASS.
R.I.
CONN
ATLANTIC OCEAN
American Victory
American Troops
British Victory
British Troops
Campaigns in the Northern Colonies
British Strategy of dividing their forces resulted in defeat at the Battle of Saratoga.
Minuteman
American Officer
PA.
MD.
DEL.
VA.
ATLANTIC OCEAN
Campaigns in the Middle Colonies
Washington's Army fought a defensive war against the soldiers in the middle colonies.
British Soldier
British Officer
Hessian Soldier
Campaigns in the South and West
PA.
VA.
N.C.
S.C.
ATLANTIC OCEAN
French Officer
Virginia Militiaman

The *American* CRISIS.

NUMBER I.

By the Author of COMMON SENSE.

THESE are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it NOW, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly:—'Tis dearness only that gives every thing its value. Heaven knows how to set a proper price upon its goods; and it would be strange, indeed, if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared, that she has a right (*not only to* TAX, but) "to "BIND *us in* ALL CASES WHATSOEVER," and if being *bound in that manner* is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious, for so unlimited a power can belong only to GOD.

WHETHER the Independence of the Continent was declared too soon, or delayed too long, I will not now enter into as an argument; my own simple opinion is, that had it been eight months earlier, it would have been much better. We did not make a proper use of last winter, neither could we, while we were in a dependent state. However, the fault, if it were one, was all our own; we have none to blame but ourselves[a]. But no great deal is lost yet; all that Howe has been doing for this month past is rather a ravage than a conquest, which the spirit of the Jerseys a year ago would have quickly repulsed, and which time and a little reflection will soon recover.

I have no little superstition in me as any man living, but my

[a] "The present winter" (meaning the last) "is worth an "age if properly employed, but if lost, or neglected, the whole "Continent will partake of the evil; and there is no punish-"ment that man does not deserve, be he who, or what, or "where he will, that may be the means of sacrificing a season "so precious and useful." COMMON SENSE.

This is a first printing of [illegible] pamphlets written during "The times that [illegible] beginning winter of 1776 Paine lashed out at the "[illegible]

SECTION III - THE DECLARATION OF INDEPENDENCE

Behavioral Objective I:

After you have finished your work, you will be able to either orally or on a written test give some information concerning the Declaration.

Resources:

Books

1. A High School History of Modern America - Your Book - (pages 86-87 and pages 684-686)
2. A Nation Conceived and Dedicated (Vol. I) - pages 178-179

Filmstrips

The Declaration of Independence (8853) - Library

Activities:

1. Study your book on pages 86 and 87 and find out who wrote the Declaration of Independence.
2. Study page 87 and find out what the three parts of the Declaration are.
3. Study the filmstrip The Declaration of Independence and write down information concerning the Declaration.
4. Read and study the Declaration of Independence in your book on pages 684-686 and pages 178-179 and divide the Declaration into the three parts listed in activity 2.
5. Write a paragraph and tell me what you think of the Declaration of Independence.

A Declaration By the Representatives of the UNITED STATES OF AMERICA, in General Congress assembled

When in the course of human events it becomes necessary for the people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature & of nature's god entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident; that all men are created equal & independent; that [illegible] inalienable; among these are Life, Liberty, & the pursuit of happiness; that to secure these, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, & to institute new government, laying it's foundation on such principles & organising it's powers in such form, as to them shall seem most likely to effect their safety & happiness. prudence indeed will dictate that governments long established should not be changed for light & transient causes: and accordingly all experience hath shewn that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. but when a long train of abuses & usurpations [begun at a distinguished period, & pursuing invariably the same object, evinces a design to reduce them under absolute despotism], it is their right, it is their duty, to throw off such government & to provide new guards for their future security. such has been the patient sufferance of these colonies; & such is now the necessity which constrains them to alter their former systems of government. the history of the present King of Great Britain is a history of unremitting injuries and usurpations [among which, to contradict the uniform tenor of the rest, all have in direct object the establishment of an absolute tyranny over these states. to prove this, let facts be submitted to a candid world [for the truth of which we pledge a faith yet unsullied by falsehood]

Jefferson's Rough Draft of the Declaration of Independence (June 11-28, 1776)

The original manuscript draft of the immortal statement of American liberties, by Thomas Jefferson, author of the Declaration of Independence, with verbal changes by Benjamin Franklin and John Adams noted thereon. This draft contains all changes and additions made from inception of document to its presentation to the Continental Congress. One of the most invaluable documents of American history. Note the marginal notations, "Franklin's handwriting" and "Adams' handwriting."

Lent to The Freedom Train by the Library of Congress

(CONTINUED OPPOSITE SIDE)

(CONTINUED FROM OPPOSITE SIDE)

Nor have we been wanting in attentions to our British brethren. we have
warned them from time to time of attempts by their legislature to extend an unwarrantable
-diction over these our states. we have reminded them of the circumstances of
our emigration & settlement here, no one of which could warrant so strange a
pretension: that these were effected at the expence of our own blood & treasure,
unassisted by the wealth or the strength of Great Britain: that in constituting
indeed our several forms of government, we had adopted one common king, thereby
laying a foundation for perpetual league & amity with them: but that submission to their
parliament was no part of our constitution, nor ever in idea, if history may be credited:
and we have appealed to their native justice & magnanimity, as well as to the ties
of our common kindred to disavow these usurpations which would inevitably interrupt
our connections & correspondence. they too have been deaf to the voice of justice &
of consanguinity. & when occasions have been given them by the regular course of
their laws of removing from their councils the disturbers of our harmony, they
have by their free election re-established them in power. at this very time too they
are permitting their chief magistrate to send over not only soldiers of our common
blood, but Scotch & foreign mercenaries to invade & destroy these
people in the last state to agonizing affliction and manly spirit bids us to renounce
for ever these unfeeling brethren. we must endeavor to forget our former
love for them, and to hold them as we hold the rest of mankind, enemies in war,
in peace friends. we might have been a free & a great people together; but a communication
of grandeur & of freedom it seems is below their dignity. be it so, since they
will have it. the road to glory & happiness, is open to us too, we will climb it apart
from them, and acquiesce in the necessity which denounces our eternal
separation!

We therefore the representatives of the United States of America in General Con-
-gress assembled, do in the name & by authority of the good people of these colonies
solemnly publish & declare that these united colonies are & of right ought to be free & independent states,
that they are absolved from all allegiance to the British crown, & that all political
connection between them & the state of Great Britain is & ought to be totally dissolved;
& that as free & independent states they have full power to levy war, conclude peace,
contract alliances, establish commerce, & to do all other acts & things which independent states may of right do. And for the
support of this declaration, we mutually pledge to each other our lives, our
fortunes, & our sacred honour.

Independence. Declaration
original Rough draught

a different hand
and ink

SECTION IV - THE REVOLUTIONARY WAR

Behavioral Objective I:

After you have finished your work, you will be able either orally or on a written test to tell about the leaders and battles of the Revolutionary War.

Resources:

Books

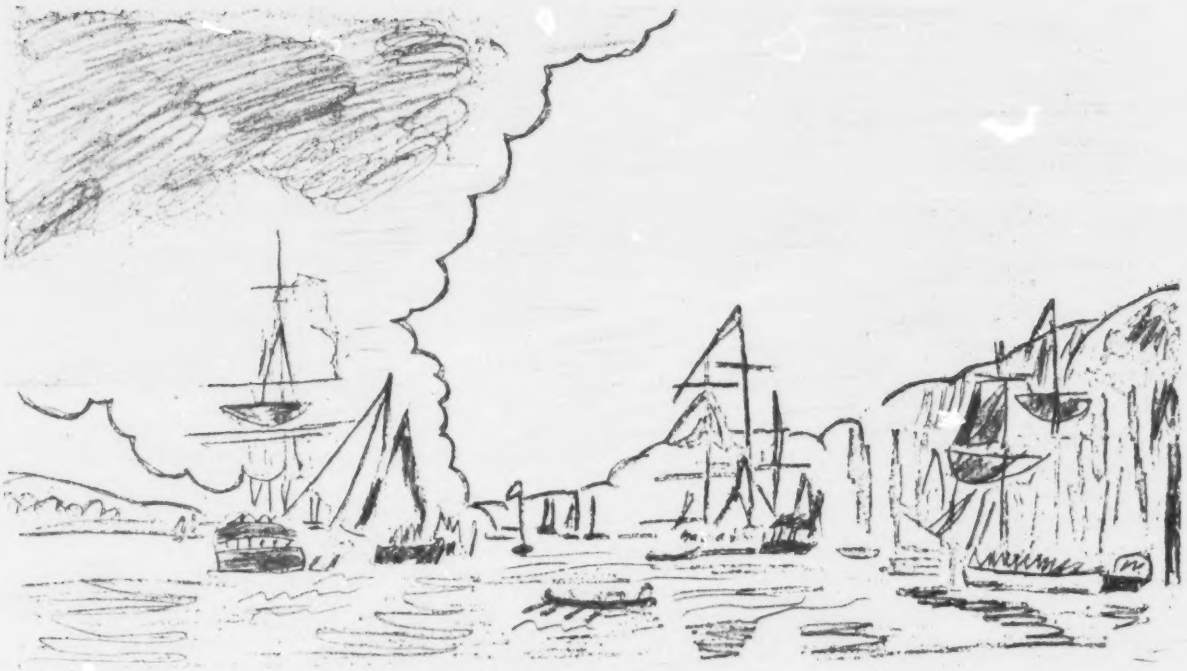
1. A High School History of Modern America - Your Book (pages 87-94)
2. A Nation Conceived and Dedicated (Vol. I) - Classroom (pages 37-78)
3. Colliers Encyclopadia - America to Artillery - Library (pages 78-94)
4. World Book Encyclopedia (Vol. R) - pages 252-269
5. Book of Knowledge - Revolutionary War - Library (pages 194-210)
6. The Golden Book of the American Revolution (973.3) - Library
7. Submarine Fighter of the American Revolution (Frederick Wagner, 973.3) - Library
8. Turncoats, Traitors and Heroes (John Bakeless 355.3 B) - Library
9. Winning of Freedom (Wood) Vol. 6-973 - Library
10. Benedict Arnold (Nolan 92-A) - Library
11. Our Nation (Banker, Commager 973-B) - Library
12. Francis Marion - Swamp Fox of the Carolinas (Carner 92-A) - Library
13. Swamp Fox (Bass 92-M) - Library

Filmstrips

1. The War from Lexington to Princeton (8852 C-Si) - Library
2. The War from Saratoga to Valley Forge (8854 C-Si) - Library
3. The War at Sea (8855 C-Si) - Library
4. The War in the South (8856 C-Si) - Library
5. The Years of Revolution (9733 C45F) - Library
6. American Spirit in the Revolutionary War (A375SR) two filmstrips and one record - Red Box - Library

Activities:

1. Read and study pages 87-97 and write down the problems facing the Americas and the British as far as the war was concerned.



A Revolutionary War sea battle. "The Phoenix and the Rose, engaged by American fire ships and galleys, August 16, 1776.

2. Read and study resources #1, 3, 4, 5, 6, and 8 and find all you can about George Washington.

3. Read page 89 in your book and write down information about the Battles of Trenton and Princeton. Look at the filmstrip The War from Lexington to Princeton and you will find information.

4. Study the following filmstrips to gather information concerning the Revolutionary War.

   A. The War from Saratoga to Valley Forge (8854 C-Si) - Library
   B. The War at Sea (8855 C-Si) - Library
   C. The War in the South (8856 C-Si) - Library
   D. The Years of Revolution (9733 C45F) - Library

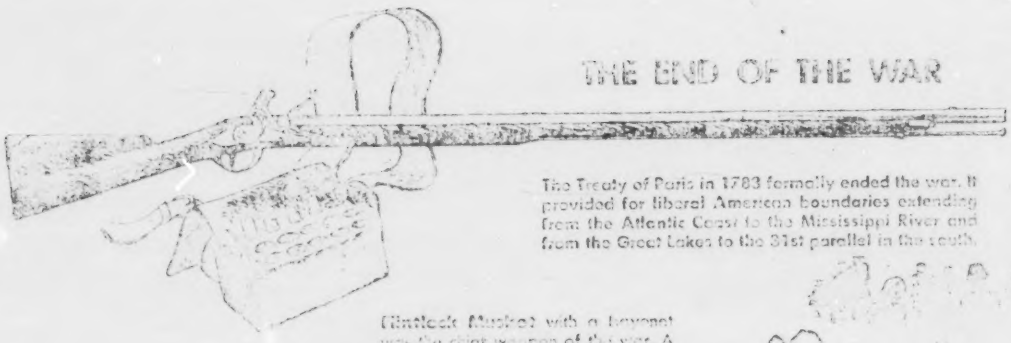
5. Read and study page 94 in your book to find out how peace was made after the war.

Military Chronology of the War for Independence

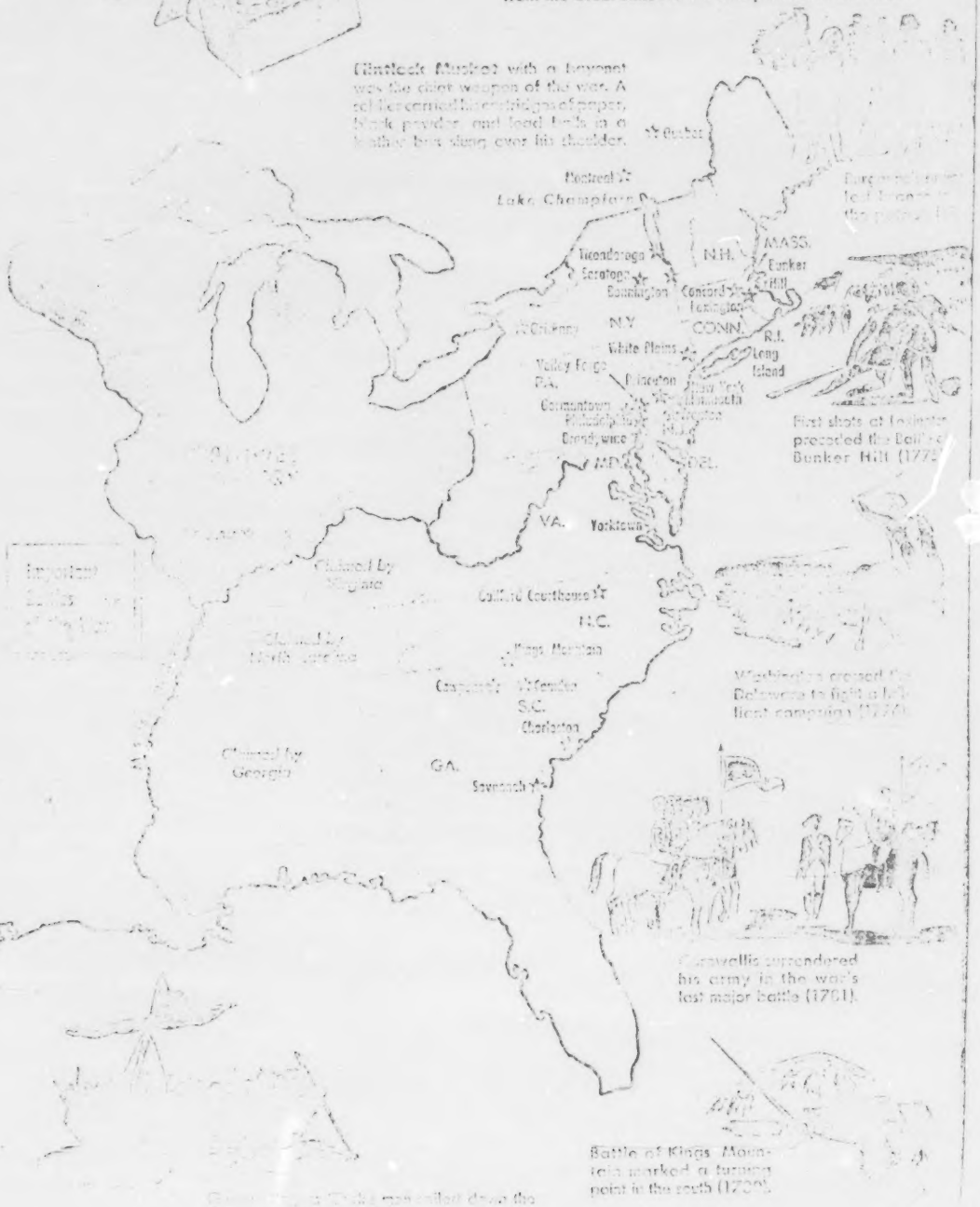
North	Middle States	West	South
Lexington-Concord, Apr. 19, 1775			
Ticonderoga-Crown Point, May 10, 1775			
Bunker Hill, June 17, 1775			
Washington takes command, July 3, 1775			
Invasion of Canada, Winter, 1775-76			
The British evacuate Boston, March 17, 1776			
			British attack in the Carolinas, Apr.-May, 1776
	Battle of Brooklyn Heights, Aug. 27, 1776		
	Battle of Harlem, Sept. 22, 1776		
	Battle of White Plains, Oct. 27, 1776		
	Battle of Trenton, Dec. 26, 1776		
	Battle of Princeton, Jan. 3, 1777		
	Battle of Brandywine, Sept. 11, 1777		
	Battle of Germantown, Oct. 4, 1777		
	Battle of Saratoga, Oct. 17, 1777		
	Valley Forge, Winter, 1777-78		
		Capture of Kaskaskia, July 4, 1778	
	Battle of Monmouth, June 28, 1778		
			British capture Savannah, Dec., 1778
		Capture of Vincennes, Feb., 1779	
			British take Charleston, May, 1780
			Battle of Camden, Aug. 16, 1780
			Battle of King's Mountain, Oct. 7, 1780
			Battle of Cowpens, Jan. 17, 1781
			Battle of Guilford Court House, March 15, 1781
			Surrender at Yorktown, Oct. 19, 1781

THE END OF THE WAR

The Treaty of Paris in 1783 formally ended the war. It provided for liberal American boundaries extending from the Atlantic Coast to the Mississippi River and from the Great Lakes to the 31st parallel in the south.



Flintlock Musket with a bayonet was the chief weapon of the war. A soldier carried the musket, paper cartridges, black powder, and lead balls in a leather box slung over his shoulder.



First shots at Lexington preceded the battle at Bunker Hill (1775).

Washington crossed the Delaware to fight a battle (1776).

Cornwallis surrendered his army in the war's last major battle (1781).

Battle of Kings Mountain marked a turning point in the south (1780).

SØ 007 616

A NEW NATION

AND

THE CONSTITUTION....

U.S. HISTORY III

REVIEWED BY Tony Campbell

LAP NUMBER 9

WRITTEN BY Todd Heldreth

DATE

SECTION I - THE ARTICLES OF CONFEDERATION

Behavioral Objective 1:

After you have finished your work, you will be able either orally or on a written test to tell things concerned with the Articles of Confederation.

Resources:

Books -

1. A High School History of Modern America
2. [illegible]
3. World Book Encyclopedia
4. Book of Knowledge
5. Landmarks of American History and the U.S. (Start page 96)
6. [illegible]

Filmstrips:

The History of Transport - Cycle 50

Activities:

1. Read page [illegible] in America's Modern History of the U.S. and find the name of the first written Constitution of the United States. Put this in your notebook.

2. Study pages [illegible] in your book and you will find some important facts about the Articles of Confederation. Write these things in your notebook.

3. Look at the filmstrip "The Historic Background". List some facts about the Articles of Confederation in your notebook.

4. Study pages [illegible] and list problems that were present during the life of the Articles of Confederation.

5. Read one of the encyclopedias listed and you will find more information about the Articles of Confederation.

6. Study carefully in your book and find out why the period from 1781-1789 was called the "Critical Period".

7. What were some of the problems with Western Land? Study pages 100 and [illegible] in your book. Either will help you with this Activity.)

8. [illegible] and color the parts different colors.

9. Write a [illegible] about the following:

[illegible] (pages 104-105)

SECTION II - THE CONSTITUTION

Behavioral Objective I:

After you have finished working, you will be able either orally or on a written test to tell important things about the background of the Constitution.

Resources:

Books -

1. A High School History of Modern America
2. A Nation Conceived and Dedicated
3. World Book Encyclopedia
4. Collier's Encyclopedia
5. Book of Knowledge
6. America - A Pictorial History of the U.S.

Filmstrips

The Historic Background - Enrichment IV

Activities

1. Study pages [illegible] and list facts about the Constitutional Convention of 1787.

2. Study pages [illegible] in A Nation Conceived and Dedicated and list [illegible] that were considered in the Convention of 1787.

3. Study pages [illegible] in your book and write a sentence or two about the following:
   A. The Virginia Plan
   B. The New Jersey Plan
   C. The Great Compromise

4. Study "The Historic Background" and list information you find about the Constitution.

5. Study pages [illegible] in A Nation Conceived and Dedicated and make a list of the bill of rights.
   Shorten the rights into brief statements.

**Note: You may use the encyclopedias listed as resources to give you backup information about the Constitution.

Behavioral Objective II:

After you have finished your work, you will be able either orally or on a written test to give information about the framework of the Constitution.

OUR AMERICAN HERITAGE

The Bill of Rights

As provided in the FIRST TEN AMENDMENTS TO THE CONSTITUTION OF THE UNITED STATES
Effective December 15, 1791

Preamble

The conventions of a number of the States having at the time of their adopting the Constitution, expressed a desire in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government will best ensure the beneficent ends of its institution.

1 **Right** *of Conscience, Speech, Press, Assembly, Petition*

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

2 **Right** *to Keep and Bear Arms*

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

3 **Rights** *of Soldiers*

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

4 **Right** *against Unreasonable Search and Seizure*

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

5 **Right** *to Indictment, Self-Incrimination, Double Jeopardy, Life, Liberty, Property, and Compensation for Taking*

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

6 **Rights** *in Criminal Prosecutions*

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defense.

7 **Right** *of Trial by Jury*

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

8 **Right** *against Excessive Fines, Bail, Punishment*

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

9 **Rights** *Retained by the People*

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

10 **Rights** *Reserved to States or People*

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

USIA-E-1984-ON-LAN-ENG (FIRST) USIA/OIC INTERNATIONAL FREEDOM PROGRAM

PRESENTED BY GREENWOOD SERTOMA CLUB

Resources:

Books -

1. A High School History of Modern America
2. A Nation Conceived and Dedicated
3. Collier's Encyclopedia
4. World Book Encyclopedia
5. Book of Knowledge

Filmstrips -

1. The Judicial Department and the System of Checks and Balances (Eyegate 52)
2. Congress; The Legislative Branch (Eyegate 52)
3. The Executive Department (Eyegate 52)
4. Congress and Its Powers (Eyegate 52)
5. The Cabinet (Eyegate 52)
6. Independent Administrative Agencies (Eyegate 52)
7. Amendments to the Constitution (Eyegate 52)
8. Questions and Answers (Eyegate 52)

McGraw-Hill Your Federal Government Series

9. The Executive Branch
10. The Legislative Branch
11. Judicial Branch
12. The Federal Government
13. How a Bill Becomes a Law

Activities:

1. Study pages 687 - 706 and list the three parts that you think the Constitution is divided into.

2. Study page 687 and write a short paragraph to tell what the Preamble is for.

3. Study the Preamble and write your definition of the following words:
   A. preamble
   B. justice
   C. insure
   D. domestic
   E. tranquility
   F. welfare
   G. posterity
4. Study the Constitution, starting on page 687, and list the names of the following articles:

   Article I
   Article II
   Article III
   Article IV
   Article V
   Article VI
   Article VII
5. Study the filmstrip "The Executive Department and answer the following: (Also study page 694 in your book.)

   A. Who is the Executive?
   B. How old does he have to be?
   C. How long does he have to be a citizen?
   D. What are his powers?

6. Study the filmstrip "Congress: the Legislative Branch" and answer the following:

   A. What group has the legislative power in our country?
   B. What does "legislative power" mean?
   C. What two houses make up our Congress?
   D. What are the qualifications for a Senator? A Representative?
   E. What is the basic power of Congress?

7. Study the filmstrip "The Judicial Branch" and answer the following:

   A. What department is responsible for interpreting the law in our country?
   B. What is the highest court in our land?
   C. How many justices are in the Supreme Court?
   D. How does a man become a judge?

8. Study the filmstrip "Amendments to the Constitution" and write a few sentences to tell how the Constitution may be amended.

9. Study the filmstrip "The Cabinet" and write a few sentences about what the Cabinet actually does.

10. Study the filmstrip "Independent Administrative Agencies" and write a few sentences about the Independent Administrative Agencies.

11. Study the filmstrip "Questions and Answers" just for review.

Extra Credit:

1. Make a poster about the Constitution showing different Departments.

2. Find out who was the Constitutional Convention representative from South Carolina and write a short report on one.

3. Write a short report on any of the men at the Constitutional Convention.

LAP

LEARNING ACTIVITY PACKAGE

THE CIVIL WAR

U.S. HISTORY III

Ninety Six High School
Ninety Six, S.C.

REVIEWED BY

LAP NUMBER 10

WRITTEN BY Todd Heldreth

121373

SD 007 616

RATIONALE

LAP 10 is written with the purpose of letting students learn the reasons for the Civil War being fought. There are sections to give a clear picture of the people who fought, the battles fought, and the results of those battles.

SECTION I - THE SECTIONS OF THE U.S. AND THE PEOPLE AND PLACES INVOLVED

Behavioral Objective 1:

After you have finished your work, you will be able to tell orally or on a written test some of the differences between the sections of the country and the people and places involved.

RESOURCES

Books:

1. American Negroes in the Civil War - International Library of Negro Life and History

2. World Book Encyclopedia - Vol. C and Vol. D

3. A High School History of Modern America

Filmstrips:

A377-1 - "A Nation Divided" - filmstrip and record

Activities:

1. Study the filmstrip "A Nation Divided" and write down as many things as you can that led to the Civil War.

2. Study the following things on people in your book and write a sentence or two about each one.

   a. Slavery (page 253)
   b. William Lloyd Garrison (page 254)
   c. Sojourner Truth (page 255)
   d. Harriet Tubman (page 255)
   e. Nat Turner's Revolt (page 256)
   f. Gabriel Prosser (page 256)
   g. Denmark Vesey (page 256)

3. Study page 256 and page 257 in your book and see if you understand the "Underground Railroad". Also study pages 106, 107 and 108 in resource #1 under books and read about Harriet Tubman.

4. Study the filmstrip "A Nation Divided" and write the name of the state that first seceded from the Union. Write the names of the other states that seceded. Draw a map (like the one on page 279) in your notebook to show the states that seceded as well as border states, Northern states, and other states.

5. Study the filmstrip "A Nation Divided" and find the leader of the Confederate States. Write the name of the leader.

6. Write a report on Jefferson Davis. You will find information about this man in Vol. D of World Book Encyclopedia in the Library. Tell about his early life, political career, his life as leader of the Confederacy and his last years.

7. Study pages 11-16 in resource #1 (The International Library of Negro Life and History--Negro Americans in the Civil War). Write a few sentences about John Brown and his raid. Also write the names of the five Negroes that took part in his raid.

8. Study the filmstrip "A Nation Divided" and name the fort in South Carolina where the war started. Who won the Battle of Fort Sumter?

SECTION II - A COMPARISON OF NORTH AND SOUTH

Behavioral Objective 1:

After you have finished your work, you will be able orally or on a written test to explain differences between the North and the South.

RESOURCES

Books:

1. A High School History of Modern America
2. Pictorial Encyclopedia of American History

Activities:

1. Study page 279 in your book and list some differences in resources between North and South.
2. Study pages 488 and 489 in the Pictorial Encyclopedia of American History (years 1861-1865) and write down the differences between the North and the South.
3. Draw the map on page 488 of the Encyclopedia of American History to show the Northern and Southern states.

SECTION III - PEOPLE AND LEADERS OF THE WAR

Behavioral Objective 1:

After you have finished your work, you will be able either orally or on a written test to tell something about the people and leaders of the War.

RESOURCES

Books:

World Book Encyclopedia

Filmstrip:

"America's Trial and Agony"- SVE A377-2

Activities:

1. Study the filmstrip "America's Trial and Agony" and write some things about the people that became soldiers. Answer the questions below:

   a. How old were most of the soldiers?

   b. How many were under fourteen years of age?

   c. How well trained were soldiers?

   d. How did brothers end up fighting on opposite sides?

2. Write a report on at least three of the following Civil War leaders (use Encyclopedias).

   a. Ulysses S. Grant
   b. Admiral David G. Farragut
   c. Robert E. Lee
   d. Stonewall Jackson
   e. George B. McClellan
   f. William T. Sherman

   Tell what part they played in the War as well as any other information that you can find.

SECTION IV - BATTLES OF THE WAR

Behavioral Objective 1:

After you have finished your work, you will be able either orally or on a written test to tell about the Battles of the Civil War.

RESOURCES

Books:

A High School History of Modern America

Filmstrips:

1. "A Nation Divided" - A377-1
2. "America's Trial and Agony" - A377-2
3. "High Tide of Valor" - A377-3
4. "Darkest Hours - Then Peace" - A377-4

Activities:

1. Draw maps of the following battles of the Civil War. Color the maps, each section in a different color.

   a. War in the East (1861-1862) - Draw the different campaigns of the Union armies and Confederate armies (page 291 in your book).

   b. Fredericksburg to Gettysburg (1863) - page 292

   c. War in the West (1862-1863) - page 295 in your book

   d. Sherman's March to the Sea (1864) - page 296 in your book

   e. Final Campaigns (1864-1865) - page 297 in your book

2. Study the Battle of Fort Sumter in the filmstrip "A Nation Divided". Answer the following questions:

   a. Who held the Fort to begin with?
   b. Who won the Battle of Fort Sumter?

3. Study the Battle of Bull Run in the filmstrip "America's Trial and Agony". Answer the following questions:

   a. What kind of soldiers fought in the battle? (i.e. young, old, well trained???)
   b. What was Bull Run?
   c. Who was the Southern General that got his name in this battle?
   d. Who won the Battle of Bull Run?

4. Study the Battle of Shiloh in filmstrip "America's Trial and Agony" and answer the following questions:

   a. Where was Shiloh? (in what state)
   b. Where was General Johnson killed?
   c. Who won the Battle of Shiloh?

5. Look at the filmstrip "America's Trial and Agony" and study the Battle of Antietam and answer the following questions:

   a. Why did Robert E. Lee go to the North to attack?
   b. Who was Clara Barton? What did she help to start?
   c. What happened at the bridge at Antietam?
   d. Who won the Battle of Antietam?
   e. What was the Emancipation Proclamation?

6. Study the filmstrip "High Tide of Valor" and answer the following questions:

   a. Why was Vicksburg important?
   b. Was Grant successful in his attack?
   c. What kind of ships did the North use in attacking Vicksburg?

7. Study the filmstrip "High Tide of Valor" and answer the following questions:

   a. What state is Gettysburg in?
   b. Draw a map of the Battle of Gettysburg. Show where the Confederates were and where the Northern armies were.
   c. What was the Angle?
   d. Did General Pickett's charge work?
   e. Who won the Battle of Gettysburg?
   f. What effect did this have on the South?

8. Study the filmstrip "Darkest Hours - Then Peace" and answer the following questions about the Battle of Chattanooga (Lookout Mt.):

   a. What is the name of the mountain that overlooks Chattanooga?
   b. Who was the Union General that led the federal troops in the battle?
   c. How did the North attack Missionary Ridge?
   d. Who won the Battle of Chattanooga?
   e. What did the victory for the North provide?

9. Study the filmstrip "Darkest Hours - Then Peace". Answer the following questions about the Battle of Atlanta?

   a. Who was the leader of the Northern soldiers?
   b. What happened to the city of Atlanta?
   c. What happened to plantations and factories?
   d. Who won the Battle of Atlanta?

10. Study the filmstrip "Darkest Hour - Then Peace" and answer the following questions about the Fall of Richmond.

a. Why was Richmond important?
b. Who had the most men during this time?
c. Who won the Battle of the Wilderness? Spottsylvania Courthouse?
d. What happened at Cold Harbor? How many Union soldiers died?
e. What did the Confederate government do to all factories in Richmond?
f. What is the date of the surrender of the Confederate Army to Ulysses S. Grant?
g. Where was the final surrender set up?
h. What terms were set up for the surrender of the Confederate Army?

SECTION V - ASSASSINATION OF LINCOLN

Behavioral Objective 1:

After you have finished your work, you will be able to either orally or on a written test to tell how Lincoln's death affected the Nation and particularly the South.

RESOURCES

Books:

1. A High School History of Modern America
2. World Book Encyclopedia

Filmstrips:

"Darkest House - Then Peace" - Lib. A377-4

Activities:

1. Study the filmstrip "Darkest Hours - Then Peace" and write down the effects of Lincoln's death in the South.
2. What did Jefferson Davis have to say about Lincoln's death?
3. Study your book and the World Book Encyclopedia and write a report on Abraham Lincoln.

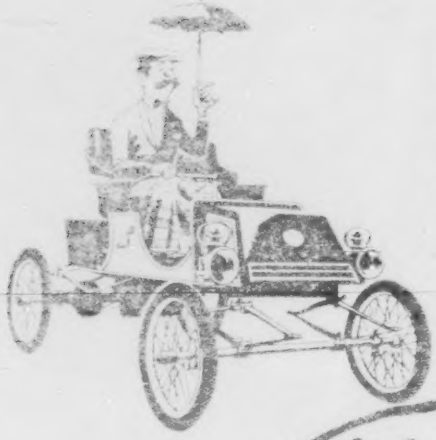
REVIEW

Study the following filmstrips to review the Civil War:

1. "The Bitter War Between the States (1861-1863)"
   Pictorial Film Encyclopedia of American History
2. "The Bitter War Between the States (1863-1865)"
   Pictorial Film Encyclopedia of American History

SB 007 614

LEARNING ACTIVITY PACKAGE



EXPLORATION, INVENTIONS, and TRANSPORTATION

that helped mold AMERICA

Ninety Six High School
Ninety Six, S.C.

WORLD HISTORY III

REVIEWED BY

LAP NUMBER 11

WRITTEN BY Todd Heldreth

RATIONALE

The purpose of this LAP is to introduce the student to the explorers and territories explored, inventors and inventions, and those who helped to mold America's transportation.....

SECTION I - EXPLORATION OF NEW TERRITORIES

Behavioral Objective 1:

After you have finished your work, you will be able to either orally or in writing tell some things about the new territories.

Resources:

Films:

A Filmstrip History of Modern America

(Filmstrip 4 - America Expands Its Boundaries - 41)

1. "Crossing the Mountains - The Northwest Territory" - 41-B
2. "The World Wide - The Louisiana Purchase" - 41-C
3. "Pioneer Trails Roll Westward - Crossing the Mississippi" - 41-D
4. "Texas and the Texas Story" - 41-E
5. "Settling the Southwest and the Oregon Country" - 41-F
6. "The Mexican Northwest" - 41-G
7. "Gold in California" - 41-H

Activities:

1. Study the first filmstrip (41-B) and answer the following things.

   A. Draw a map of our country as it appeared in 1783. Color the different sections in different colors.
   B. Write the year in your notebook that the Northwest Territory was created.
   C. What was the Northwest Ordinance? Write the following things in your notebook:
      (1) How was the territory to be ruled?
      (2) How many people did the territory have to have before it could have representation in Congress?
      (3) How many people did the territory have to have before it could become a state?
      (4) What freedoms did the territory have?
   D. Write the namesof the men who crossed the mountains to the West.
   E. Why did they go?
   F. How did the pinoeers travel?
   G. What kind of weapons did hunters have with them?
   H. Tell how the pioneers lived and dressed.
   I. What was the name of the first town in the Northwest Territory?
   J. What were some of the problems that the pioneers faced.
   K. Draw a map of the U.S. as it looked in 1800.
   L. How many states were formed from the Northwest Territory?

   Extra Credit: Write a report on Daniel Boone.

2. Study the second filmstrip (41-C) and answer the following things.

   A. Tell what the boundary was between the U.S. and Spanish Territory.
   B. Tell how the French got Louisiana.
   C. Tell what man was sent to Paris to buy New Orleans.

addition of the

and Clark went through

Rocky Mts.?
explorers to reach the Pacific Ocean?
Louisiana Territory?
followed by Lewis and Clark and

- (1) Write a report on Lewis and Clark.
- (2) Write a report on Zebulon Pike.

filmstrip (41-D) and answer the following things.

of the things that caused many men to come to the

South Pass in Wyoming? Why was it important?
National Road?
Canal important?
steamboat do for the growth of the West?
and railroads have on the building of the West?
of the states that were formed out of the Louisiana
(Look the names of these states up and fill the map in.)

filmstrip 41-E and answer the following:

owned Florida?
was sent by President Monroe to fight Indians in Florida?
did we pay for Florida in 1819?
owned Texas until 1821? Who gained possession of Texas

of the man that led Americans into Texas and settled

of the general who defeated the Mexicans and gave

of the U.S. as it appeared in 1845.

filmstrip 41-F and answer the following:

- the President's name that declared war against Mexico in 1846.
- owing the land that the U.S. received as a result of

Gadsden Purchase important?
Oregon Country important?
countries ruled the Oregon Country?

filmstrip 41-G and answer the following:

Oregon Trail is important in history.
people who went to Oregon. Why did they go?
Polk feel about Oregon? What was his slogan?
mean?
showing the three states formed out of the Oregon Country.
leader of the Mormons? Where did they settle? What
they build?

Encyclopedia (Volume I), pages 276-279, 1972
, and write the inventor's name and date of
the following items in communication:

F. phonograph
G. radio
H. television
I. fountain pen
J. motion pictures

Encyclopedia (Volume I), page 276, and write
and date of invention for the following items

I. gasoline automobile
J. bicycle
G. air brake
H. airplane

Encyclopedia (Volume I), page 276, and write
and date of invention of the following in

F. reaper
G. barbed wire
I. corn picker

Encyclopedia (Volume I), page 276, and write the
and date of invention for the following in home and

F. incandescent light
H. electric iron
J. zipper
I. safety razor
G. vacuum cleaner

pages 276-279, and
for the following

D. machine gun
E. automatic pistol
F. modern submarine

G. vulcanized rubber
H. safety elevator
I. gas engine
J. ice-making machine
K. diesel engine

of the inventors you have written down in
even though some of the inventions are not
a direct effect on our progress. You may
from Americans if you choose.

COUNTRIES

either orally or
and trains.

the following questions:

Fulton's ship?

Robert Fulton and his ship.

and find the name of the ship that crossed
How long did it take?

and write a paragraph about ships

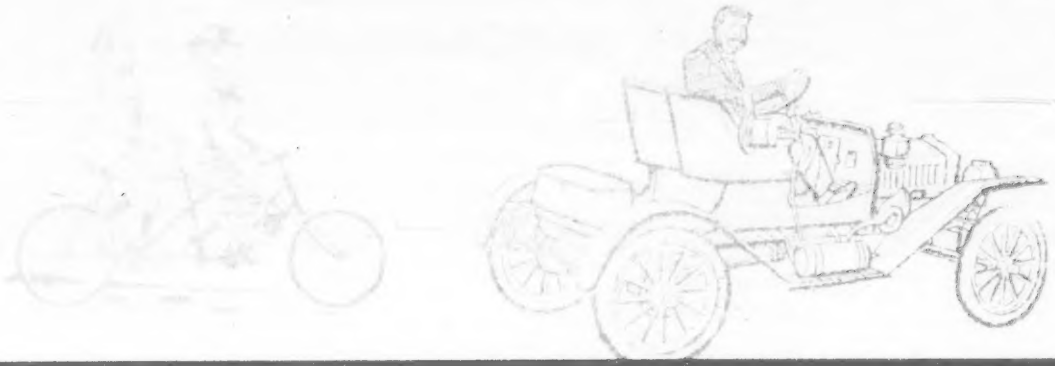
and look at or read any part you would

and find out why railroads were

the following questions:

from page 45

railroad yards and
anything.



LEARNING
ACTIVITY
PACKAGE

WORLD WAR I,
WORLD WAR II,
and
the KOREAN CONFLICT

DP 007 616

U.S. HISTORY III

REVIEWED BY _____

LAP NUMBER 12

WRITTEN BY Todd Heldreth

32574 6

RATIONALE

LAP #12 is written for the student to learn about World War I, World War II and the Korean Conflict.

It is intended to give the student a better understanding of these three conflicts and the historical value of the three.

SECTION I - THE CAUSES OF WAR AND THE COUNTRIES INVOLVED

Behavioral Objective 1:

After you have finished your work, you will be able either orally or on a written test to tell about the start of the War and who was involved.

Resources:

Books: A High School History of Modern America

Filmstrips: "New Freedom and World War I"(1913-1918) 973K-15 (A367-14)

Activities:

1. Study your book on p. 507 and write the month and year that World War I actually started.

2. Study p. 507 and write the name of the archduke that was assassinated by a Serbian.

3. Study p. 508 in your book and list the name of the country that backed Austria-Hungary in their conflict with Serbia.

4. Study p. 508 in your book and list the name of the countries that sided with the Serbians.

5. Study pp. 508-510 in your book and answer the following questions:

   a. Who was President of the U.S. at the start of World War I?.

   b. What was the President's feeling about our entering the war?

   c. What country had the strongest navy at the start of the war?

   d. Why was the submarine important to the Germans? (How did they use the submarine?)

   e. Write a report on the Lusitania and tell how the sinking of the Lusitania affected Americans.

6. Study p. 512 and list some things that the U.S. would have to do before it could be prepared for defense.

7. Study p. 512 and list the economic interests of the Americans in the war.

8. Study pp. 512-513 and write the cause of the U.S. entering the war.

Behavioral Objective 2:

After you have finished your work, you will be able either orally or on a written test to tell some of the things that America had to do to get ready to fight.

Resources:

Books: A High School History of Modern America
World Book Encyclopedi

Filmstrips: "New Freedom and World War I" - 973K-15 (A367-14)

Activities:

1. Study the filmstrip listed and answer the following questions:

   a. How many people were in the National Guard after it was expanded at the start of U.S. involvement?

   b. How many people were in the Army after expansion?

   c. How many men were recruited through the Selective Service System for combat?

   d. How big a force of men did we have combining the Army and the National Guard?

   e. Why did we need ships?

   f. Who commanded the American troops in Europe?

2. Study pp. 512-515 and answer the following questions:

   a. In a total war, what three things must a nation use?

   b. What post did Bernard Baruch have in getting us ready for war?

   c. How did we mobilize agriculture and save food?

   d. How did we finance the war?

Extra Credit:

Write reports on the following:

1. General John J. Pershing 2. Woodrow Wilson

Behavioral Objective 3:

After you have finished your work, you will be able either orally or on a written test to tell some things about the different types of warfare.

Resources:

Books: A High School History of Modern America
World Book Encyclopedia

Activities:

1. Study p. 369 in World Book (Vol. W) and list the weapons that were first used in World War I. Write the name of the country that first introduced the weapons.

2. Study p. 371 in World Book and draw a picture of the trenches that were used in the war.

3. Study p. 371 and answer the following questions about trench warfare:

   a. How many miles did the trenches cover?

   b. What two countries did they spread across?

c. What was the area between the trenches called?

d. What weapon made charges from trenches almost impossible?

e. How were caverns used during the war?

f. What was wrong with the trenches?

Extra Credit:

Write a report on the following (1 page each):

a. Tank b. zeppelins c. airplanes d. submarine

Behavioral Objective 4:

After you have finished your work, you will be able either orally or on a written test to tell some of the results of the war and the Treaty of Versaille.

Resources:

Books: A High School History of Modern America
World Book Encyclopedia (Volume W)

Activities:

1. Study p. 371 in World Book and p. 520 in your book and answer the following:

   a. What was the cost of the war?

   b. How many people were killed?

   c. How much money was spent every minute by the fighting nations?

   d. What were problems brought to civilians by the war?

2. Study p. 378 in World Book and list the declarations of the Treaty of Versailles with regard to Germany. (10 things that were taken away from Germany)

SECTION II - THE GREAT DEPRESSION AND THE NEW DEAL

Behavioral Objective 1:

After you have finished your work, you will be able either orally or on a written test to tell some things about the Depression and the New Deal.

Resources:

Books: A High School History of Modern America
World Book Encyclopedia (Vol. D)

Filmstrips: "The Great Depression and the New Deal" - 973K-15 (A367-16)

Activities:

1. Study p. 126 in World Book and answer the following questions:
   a. What is a depression?
   b. What can be done to avoid a depression?
2. Study the filmstrip and answer the following questions:
   a. What happened in October and November of 1929?
   b. How much money was lost by mid 1932 by investors?
   c. What happened to industrial production, businesses and banks?
   d. How high was unemployment during the Depression?
   e. What happened to farmland during the '30's?
   f. What happened to people who were unemployed?
   g. What was the Reconstruction Finance Corporation Act passed for?
   h. What was the Federal Home Loan Bank Act passed for?
   i. What man advocated a "New Deal"?
   j. What man was elected President in 1932?
   k. Why did Roosevelt proclaim a "bank holiday"?
   l. What were the "fireside chats"?
   m. What was the "Hundred Days" (Congress)?
   n. What was the TVA? What was it set up for?
   o. Why was the Home Owners Loan Corporation established?
   p. How was electric power brought to rural areas?
   q. What kind of payments were adopted for people over 65 years of age?
   r. How did the unemployed get money?
   s. What was the "Good Neighbor" policy?

3. Study p. 553 and draw the map of the TVA area and major dams.

4. Study pp. 572-573 in your book and list some things that the New Deal accomplished.

SECTION III - WORLD WAR II

Behavioral Objective 1:

After you have finished your work, you will be able either orally or on a written test to tell some things about the events that led to World War II.

Resources:

Books: A High School History of Modern America
World Book Encyclopedia
Pictorial Encyclopedia of American History (vol. 14)
Global War for a Free World

Filmstrips: "Outbreak of World War II" - 973K-15 (A367-17)
"World War II" - 98-I (The U.S. in a Troubled World 1920-1945)
"Global War for a Free World (Years 1940-1942)"
Pictorial Film of American History

Activities:

1. Study the filmstrip "Outbreak of World War II" or "Global War for a Free World (1940-1942)" and list the countries which came under dictators. List the names of the men who became dictators.

2. Study your book on pp. 579-586 and tell the meaning of the following:

a. Nazism b. Communism c. Facism d. Military State

3. Study the filmstrip "Outbreak of World War II" and answer the following:

a. What caused the Russian Revolution?

b. What was promised the Russian people?

c. What did the Communists actually do to the people?

d. Why did Mussolini come to power in Italy?

e. What did Mussolini do to all those who opposed him?

f. What did Hitler do when he came to power in Germany?

g. How did Hitler treat the Jews?

h. How did Hitler use the Gestapo in his quest for power?

4. Study the World Book (Vol. W) and list the following items:

a. What men were called the Allied "Big Three"?

b. Write reports on the following:

(1) Winston Churchill (2) Franklin D. Roosevelt (3) Joseph Stalin

5. Study your book (pp. 585-589) and the filmstrip "Outbreak of World War II" and answer the following:

   a. When did Hitler attack Poland? How long did it take for Poland to fall?

   b. What date did France and Britain declare war on Germany?

   c. What other country attacked Poland and was given part of the country?

   d. Study the filmstrip and draw a map showing Germany, Poland and Russia after the invasion of Poland.

   e. What date did the U.S. declare its neutrality? (What does it mean to be neutral? Look this word up in the dictionary.)

   f. What did Germany do starting in April of 1940? Write the names of the countries captured.

   g. What happened to the French in June of 1940?

   h. What country was left after the invasion of France to fight Germany?

   i. Draw a map of Europe as it appeared in June of 1940.

   j. What did the U.S. do for Great Britain during the time of their trouble with Germany?

   k. Did Hitler's plan to invade Britain and take over succeed? Why?

6. Study the World Book (vol. W) and "Global War for a Free World (1940-42)" and read about Hitler's invasion of Russia and answer the following:

   a. Why did Hitler invade Russia?

   b. Did his invasion work?

   c. What did this do to his army?

7. Study World Book (vol. L - Lend-Lease) and tell why the Lend-Lease was important in the fighting of World War II.

Extra Credit (must be done):

Write reports on the following:

1. Benito Mussolini
2. Adolph Hitler
3. Nazism
4. Facism
5. Communism

Behavioral Objective 2:

After you have finished your work, you will be able either orally or on a written test to tell about American involvement in World War II.

Resources:

Books: A High School History of Modern America
World Book Encyclopedia (Vol. W)
Pictorial Encyclopedia of American History

Filmstrips:

"Global War for a Free World, 1940-1942"
Pictorial Film Encyclopedia of American History
"America in World War II" 973K-15 (A367-18)
"World War II" - 98-1 (eyegate with cassette for listening)
"Atomic Age and Challenge of Communism" - 973K-15 (A367-19)

Activities:

1. Study World Book (Vol. W) and read about the attack on Pearl Harbor. Answer the following when you finish reading:

   a. On what date did the attack occur?

   b. What were the names of the battleships lost in the attack?

   c. What did the U.S. do as a result of the attack on Pearl Harbor?

2. Study the filmstrip "America in World War II" and answer the following:

   a. What date did the U.S. declare war on Japan?

   b. What date did Germany and Italy declare war on the U.S.?

   c. What country joined the U.S. in declaring war on Japan?

3. Study the filmstrip "America in World War II" and write a sentence about the following Pacific Theatre battles (particularly who won them):

   a. The Philippines

   b. The Bombing of Tokyo (write a report on James Doolittle)

   c. Coral Sea

   d. Battle of Midway

   e. Guadalcanal

   f. Solomon Islands

   g. Leyte Gulf

   h. Return to the Philippines (write a report on Gen. Douglas MacArthur)

   i. Iwo Jima (write a report on Iwo Jima)

   j. Okinawa

   k. Hiroshima (write a report on Hiroshima)

   l. Surrender of Japan

   m. American dead in the Pacific Theatre

4. Study the filmstrip "America in World War II" and write a sentence about the following European and Mediterranean Theatres (particularly who won the battles):

a. North Africa

b. Tunis

c. Leningrad and Stalingrad

d. Sicily

e. Rome

f. D-Day (June 6, 1944) - Write a report on D-Day.

g. Brittany and Normandy

h. Paris (Aug. 25, 1944)

i. Sept. 1944 (V-2 rockets)

j. Battle of Bulge

k. Berlin

l. German Surrender

5. Study the World Book (Vol. B) and write a report on the Atomic Bomb that was used in World War II.

6. Study the World Book (Vol. U) and list some things about the following:

a. Number of people killed

b. Number of people wounded

c. Cost of the War (total)

d. Cost of the War each day to the U.S.

7. Study the filmstrip "Atomic Age and Challenge of Communism" and answer the following:

a. What date did the delegates meet to sign the United Nations Charter?

b. Write a report and tell why the United Nations was set up.

Extra Credit:

1. Write a report on Pearl Harbor.

2. Write a report on Harry Truman, who succeeded Roosevelt as President in 1945.

SECTION IV - THE KOREAN WAR

Behavioral Objective 1:

After you have finished your work, you will be able either orally or on a written test to tell about the Korean War.

Resources:

Filmstrips: "The Korean War" - 114E (Eyegate)

Activities:

1. Study the filmstrip and list the names of the two countries that occupied Korea after World War II.

2. Study the filmstrip and list the name given to South Korea in 1948 and also the name of the President of South Korea.

3. Study the filmstrip and tell what the Russians left in North Korea.

4. Study the filmstrip and tell what kind of army the South Koreans had and who had trained it.

5. Study the filmstrip and list the date that North Korean tanks came into South Korea.

6. Study the filmstrip and tell what the United Nations did to try to stop the aggression.

7. Study the filmstrip and tell who the commander of the U.N. forces was.

8. Study the filmstrip and tell how long the Korean War lasted.

9. Study the filmstrip and tell who the commander was that replaced General MacArthur.

10. Study the filmstrip and tell the date that the fighting stopped.

11. Study the filmstrip and tell the name of the town that the Armistice was signed in.

12. Study the filmstrip and draw a map that shows how North and South Korea were divided.